

2014-15 Adult Education Request for Applications for Professional Development



The Indiana Department of Workforce Development (DWD), Division of Adult, Career, and Technical Education oversees the delivery of adult education for the State of Indiana. In 2011, DWD implemented a comprehensive, regional structure comprised of the following components: foundational-skills development, occupational bridge-program training, academic and career counseling, and related initiatives to assist adults and out-of-school youth. The goals of the system are:

- increasing accessibility and enrollment in adult education statewide while increasing the speed at which students make educational gains and earn their high school equivalency;
- providing students with the opportunity to earn an industry-recognized credential while still enrolled in or recently exited adult education through the WorkINdiana program;
- using outcomes data to drive program improvement and performance funding to drive outcomes;
- providing professional development to ensure staff have the knowledge and tools necessary to deliver high-quality and effective adult education instruction; and
- creating a seamless transition to postsecondary education and training and employment.

DWD announces the availability of up to \$987,000 in support of adult education professional development activities, which includes a mix of funding from Workforce Investment Act (WIA) Title II Leadership funds, English Language and Civics leadership funds, and WorkINdiana funds. The WIA Title II requires state leadership activities, which include the operation of professional development programs, to improve the quality of instruction offered by adult education providers funded under WIA Title II. Specific authority for this contract is contained in WIA, Public Law 105-220, Section 223.

DWD expects to award a single grant of up to \$987,000 from this competition. Grant proposals that request more than this amount will be considered non-responsive and will not be reviewed. The successful applicant will be awarded funds from July 1, 2014 to June 30, 2015 with the possibility of continued funding based on satisfactory performance and future appropriations.

Section I provides further background and guidance on project scope. Sections II - IV provide narrative and application requirements.

Interested applicants are strongly encouraged to attend a webinar to discuss this grant opportunity. The webinar will be on Monday, March 10th at 1 PM EST. Register to attend the webinar:

https://www.surveymonkey.com/s/Request_for_Applications_for_Professional_Development. Individuals will receive the webinar information upon registration. A recording of the webinar will be made available afterwards at: <http://www.in.gov/dwd/adultedadmin/grants.htm>.

SECTION I: Background and Project Vision

Since 2011, DWD has focused its professional development efforts on supporting the field in achieving the goals of the system as stated above. This support occurred through the provision of a gap analysis of the field; professional development that promotes best practices in instruction; and laying the foundation for a comprehensive professional development system that reflects the new vision for adult education. Key aspects of professional development that will support the vision include: implementation of adult education standards, strategies to address increased rigor in the classroom, and integration of technology. Indiana's Adult education professional development website, <http://amplifyae.org/>, provides an overview of many of the initiatives implemented.

Over the next three years, DWD will continue to build its professional development system through the implementation of a comprehensive standards-based framework. This holistic approach includes standards for curriculum and programs as well as competencies for practitioners at all levels. The professional development system must support the field in ensuring that adult education students transition to college and careers successfully. Particular emphasis should be placed on transitioning students to WorkINdiana, DWD's occupational skills training program for adult education.

The shift to a standards based education system must be a gradual, intentional movement that allows adequate time for all partners to understand, adopt, implement, and adapt to the standards to which they are held. DWD will use the following process to implement each set of standards:

- Research: Research of existing related and relevant standards will ensure that the set of standards that DWD ultimately adopts is informed and meets or exceeds existing standards.
- Public comment and feedback: The adult education field will have the opportunity to provide feedback on the proposed standards to promote ownership and understanding.
- Professional development: Training will help practitioners understand and implement the new standards to ensure that the standards have the intended impact and effect.
- DWD policies: Once the field has had adequate time to understand, adopt and implement the standards, DWD will require the adoption of the standards through policies and grant guidance.
- Monitoring and technical assistance: DWD will monitor adult education programs to ensure successful implementation and provide technical assistance as necessary.

DWD is seeking an organization that can assist the state leadership team in achieving its vision for adult education through the provision of the following services:

- Researching and recommending standards
- Developing related professional development to aid in the implementation of standards
- Supporting research, development and integration of career readiness initiatives into the adult education classroom
- Supporting ongoing professional development initiatives already in place

A description of the standards that DWD will implement over the next three years follows, and a general timeline for implementation is included in Appendix A. Section II, starting on page 5,

provides more details as well as the narrative requirements for the work DWD is seeking to do in PY 2014.

Content Standards

In 2013, DWD and the Education Review Committee of the Statewide Workforce Innovation Council adopted a new High School Equivalency Test that is aligned to the College and Career Readiness Standards for adult education. These content standards cover English Language and Arts as well as Mathematics. DWD must add additional content standards in other subjects to provide teachers with the knowledge necessary to prepare adult education students adequately for the demands of 21st century colleges and careers.

Science

Science standards must include the knowledge and skills in sciences that are increasingly important for adult students to make successful transitions into college and careers. The standards will be informed by the Next Generation Science Standards as well as any science standards adopted by the Indiana State Board of Education (DOE).

English as a Second Language (ESL)

ESL standards will account for the knowledge and skills needed to master the English language and related Civics concepts that are necessary for non-native English learners to understand to transition to college and careers successfully. The standards will be informed by ESL standards that currently exist, best practices, and the ESL cohort-style training offered through DWD.

Digital Literacy

Digital literacy standards will assist adult education staff in evaluating the skills and knowledge that students need to learn effectively and live productively in a world that increasingly relies on digital literacy. The standards will be informed by the ISTE.NETS standards.

Work Ethic

Career Readiness standards will define the competencies necessary for students to be successful in the workplace. These standards will have performance indicators to illustrate when the students have demonstrated achievement of each competency.

Practitioner Standards

Practitioner standards, in combination with existing policy, monitoring, and best practices, will provide a common language for staff expectations and a focus for professional development. Practitioner standards will reinforce the entire standards-based education system as they require a similar measurement of knowledge and skills to what is already required of students in adult education classrooms. Each set of practitioner standards will provide practitioner competencies and performance indicators that illustrate the types of behavior a practitioner with that competency demonstrates.

Teachers

The teacher standards will provide a set of competencies and performance indicators for staff who serve in an instructional capacity in a full or part-time basis. The competencies will provide levels creating a continuum of staff development that will inform a teacher credentialing system.

Administrators

The administrator standards will provide a set of competencies and performance indicators for program administration staff which includes directors, assistant directors, and adult education program coordinators.

Support Staff

The support staff standards will include some competencies that are included for administrator and teacher standards, as well as knowledge that is essential for adult education support staff, including volunteers, instructional aides, intake specialists, data specialists, and transition coaches.

Section II. Project Scope and Narrative Requirements

For the 2014 program year, DWD has three overall projects for which it is seeking an organization to partner with to oversee, manage, and implement:

- 1) Supporting ongoing professional development initiatives (identified in Appendix B)
- 2) Development of adult education Science Content Standards
- 3) Development and implementation of Practitioner Standards

A. Project Management

5 pages; 30 points possible

In addition to development of new initiatives, DWD is seeking an entity that can coordinate, promote, and evaluate the ongoing initiatives to which DWD has already committed to offering, described in Appendix B. The entity will be responsible for logistical support of events and initiatives, financial reimbursement of participants and presenters (where applicable), and upkeep and expansion of the DWD adult education Professional Development website, and development of content as necessary. The entity will also have to assist with the planning and execution of the 2015 Summer Institute, to be held July 2015, including securing the location, presenters, and other related logistics. The total budget for costs related to these initiatives is \$755,000, which includes costs for locations, refreshments, and trainers.

1. Who will work on this project? What knowledge or expertise qualifies them to do this work? Please provide name, title, organization and relevant experience.
2. Provide a project plan that includes projects, estimated person hours, and deliverables.
3. Will any subcontractors be utilized? If so, please describe knowledge or expertise and reason for working on this project.
4. What existing resources (such as facilities, technology, etc.) will be utilized to deliver training?
5. Describe how the applicant will partner with other entities to ensure the best possible products and deliverables. In particular the grant award winner must agree to partner with EDSI to promote and successfully deliver the 2014 Summer Institute in all ways possible.
6. Explain the process that will be used to ensure that the professional development offerings align to the vision and goals of DWD.
7. Explain the process for utilizing promising practices and emerging research around instructional practices.
8. Please describe relevant experience in providing support for event logistics especially for large scale training events such a conference. Provide at least one reference.
9. If the applicant is not a subject matter expert in a particular area, how will this be addressed? What networks will be accessed to fill this knowledge gap?
10. What process will be used to ensure the timely reimbursement to all entities as needed?
11. How will the entity ensure that there is a continuous review of current research and publications relevant to the field and application as necessary?
12. How will professional development events and initiatives be promoted? How will the website (AmplifyAE.org) be maintained and expanded? What other methods will be utilized to ensure constant and consistent engagement and communication with the field?
13. How will the entity use evaluations, teacher data, and other data to evaluate the effectiveness of offerings? Describe any other data that will be used.

B. Science Content Standards - Development

5 pages; 30 points possible

The adult education Science Standards must be informed by a comprehensive review of available science standards for adult education, Next Generation Science Standards, and any science standards required for Indiana's K-12 education system. The set of science standards identified will inform the design and delivery of cohort-style professional development offered in subsequent years. The cohort style training must include: best and emerging practices; explicit connections to relevant standards; a self-assessment component; time for implementation and reflection; opportunities for peer partnership; and, a hybrid instructional approach.

1. Who will work on this project? What knowledge or expertise qualifies them to do this work? Please provide name, title, organization and relevant experience.
2. Will any subcontractors be utilized? If so, please describe knowledge or expertise and reason for working on this project.
3. Provide a project plan that includes projects, estimated person hours, and deliverables.
4. Describe the process that will be used to review, evaluate, and synthesize the relevant standards. How will the standards most relevant to adult education be chosen? What criteria will be used? What is the general timeline? Please estimate dates for major milestones.
5. Will relevant employers, industry partners, and other experts be engaged in the process? Please describe.
6. The final recommended Science Standards must be available for review and feedback from Indiana's adult education field. What process is recommended to engage the adult education field? How will the feedback be utilized?
7. What is the recommended model and timeline for implementation and professional development around these standards? Why? Who will develop this model? Who should deliver this model (the developers, experts, lead teachers, etc.)? (Actual implementation will occur during PY 2015)

Practitioner Competencies and Performance Indicators – Development & Implementation

C. Teachers

5 pages; 20 points possible

The competencies must address the roles and responsibilities of instructional staff holistically, explicitly address the goals and values of the WorkINdiana program and career pathways, be manageable and understandable to the adult education field, and should be leveled to model a pathway or continuum of staff development. Competencies must include performance indicators that illustrate the types of behaviors indicative of a teacher achieving that competency.

The competencies should inform the design and development of cohort style training for new and less experienced adult education teachers. The training developed and delivered for the Spring of PY2014 should focus on basic level, or core, teacher competencies and the ways in which those are expressed in the daily work of new and beginning instructional staff. The cohort style training must include: best and emerging practices; explicit connections to relevant standards; a self-assessment component; time for implementation and reflection; opportunities for peer partnership; and, a hybrid instructional approach.

1. Who will work on this project? What knowledge or expertise qualifies them to do this work? Please provide name, title, organization and relevant experience.
2. Will any subcontractors be utilized? If so, please describe knowledge or expertise and reason for working on this project.
3. Provide a project plan that includes projects, estimated person hours, and deliverables.
4. Describe the process that will be used to review, evaluate, and synthesize the relevant teacher competencies. What criteria will be used to determine which competencies are most relevant? What is the general timeline? Please estimate dates for major milestones.
5. The final recommended teacher competencies must be available for review and feedback. What process is recommended to engage the adult education field? How will the feedback be utilized?
6. Who will develop the training related to the core competencies for beginning or inexperienced adult education teachers? If different than the developers of the competencies, please explain.
7. The conclusion of the project should include a comprehensive review of participant evaluations and planning for continual improvement. This review should highlight any modifications needed to both re-run the training and adapt for Middle and Upper level teachers. How will this be incorporated?
8. What process will be used to provide recommendations for adapting the competencies and performance indicators into an adult education teacher credentialing system?

D. Administrators

5 pages; 10 points possible

The administrator competencies must be informed by: the content of the Administrator Leadership 500 series; the Harvard evidence-based adult education Program Model; the Leadership Excellent Academy; and other relevant existing adult education administrator standards and Indiana adult education policy, vision, and values. The competencies must address the roles and responsibilities of administrative staff holistically, and they must be manageable and understandable to the adult education field. Competencies must have performance indicators that illustrate the types of behaviors indicative of an administrator achieving that competency. These competencies will inform modifications that will be made for PY 2015 to the existing Administrator 500 Leadership Academy initiative.

1. Who will work on this project? What knowledge or expertise qualifies them to do this work? Please provide name, title, organization and relevant experience.
2. Will any subcontractors be utilized? If so, please describe knowledge or expertise and reason for working on this project.
3. Provide a project plan that includes projects, estimated person hours, and deliverables.
4. Describe the process that will be used to review, evaluate, and synthesize the relevant administrator competencies. What criteria will be used to determine which competencies are most relevant? What is the general timeline? Please estimate dates for major milestones.
5. The final recommended administrator competencies must be available for review and feedback from Indiana's adult education field. What process is recommended to engage the adult education field? How will the feedback be utilized?
6. What process is recommended to ensure that administrators understand, accept, and will implement the competencies?

Section III. Budget Requirements and Fiscal Expectations

Budget Requirements (10 points possible)

Applicants must submit the budget form (Form 2) with the grant application. A budget narrative must accompany the budget form and explain how the funding will be utilized to conduct all activities described including all initiatives to which DWD has committed (Appendix B). In addition the budget narrative should account for any of the plans described in the grant narrative.

No more than ten percent (10%) of actual costs may be allocated to administrative costs. Allowable administrative costs will include such expenditures as general management, oversight, coordination, evaluation, and reporting on eligible activities. These do not include costs directly related to carrying out eligible activities, which are eligible as part of the activity delivery.

The review committee is interested in a detailed budget and narrative.

Reimbursement

Beginning July 1, 2014, the grantee must submit reimbursements against the budget form for actual expenditures once a month using an invoice approved by DWD. The grantee may anticipate payment up to 45 days after the invoice is approved.

Fiscal Responsibilities

All procurement must follow DWD procurement guidance issued in the adult education Funding policy on the DWD website: http://www.in.gov/dwd/files/DWD_Policy_2013-05.pdf. Any equipment or software purchase in excess of \$500 requires a state tag according to DWD Policy 2013-01 found here: http://www.in.gov/dwd/files/DWD_Policy_2013-01.pdf.

Grantees that receive \$500,000 or more in federal funds are required to have an outside entity conduct an A-133 audit on an annual basis. Grantees must keep this audit available on file in the case of a state audit.

Ownership of materials

Any standards, curriculum, or other materials developed using funds from this grant are the sole property of DWD. The grantee will be required to submit all materials to DWD at the end of the grant period and/or upon request.

Section IV. Grant Submission Requirements and Scoring Criteria

Application Format

Applications must be typed, single spaced in size 12 font on 8 ½” by 11” paper with all pages sequentially numbered. Applicants must reply to each question in the order asked and adhering to the page limit requirements for each section.

Required forms do not count against the page limitation and are not required to have page numbers. The first page must be the Form 1 – Grant Application Cover Sheet.

Submission Requirements

Applicants must address all requirements. *One electronic application (in PDF or Word) including the application narrative and forms must be **received** at the Indiana Department of Workforce Development by 12 PM EST on Monday, April 21, 2014.* In addition to the PDF or Word documents, the budget form must be submitted in Excel.

The grant narrative (in PDF or Word format) and the forms must be submitted via email to Amanda Brewer at abrewer1@dwd.in.gov with the subject line “*Applicant Name: Professional Development Grant Application.*” A confirmation email will be sent upon receipt and acceptance.

Technical Assistance

Questions about this grant opportunity may be addressed to Amanda Brewer at abrewer1@dwd.in.gov by March 14, 2014. Questions will be compiled and posted at <http://www.in.gov/dwd/adultedadmin/grants.htm>.

Interested applicants are strongly encouraged to attend a webinar to discuss this grant opportunity. The webinar will be on Friday, March 10th at 1PM EST. Interested participants should register to attend the webinar at: https://www.surveymonkey.com/s/Request_for_Applications_for_Professional_Development. Individuals will receive the webinar information upon registration. A recording of the webinar will be made available afterwards at: <http://www.in.gov/dwd/adultedadmin/grants.htm>.

Anticipated Grant Award Timeline

March 3, 2014	Announcement of Request for Applications
March 10, 2014	Grant Application Webinar
March 14, 2014	All technical questions due to DWD
April 21, 2014	Grant applications due
April 28 – May 2, 2014*	Negotiations and best and final offers
May 5, 2014*	Award Notification
July 1, 2014	Grant Start Date

* Target dates. Subject to change.

Scoring Criteria

Applicants may earn up to one hundred (100) points. Points are divided as indicated for each of the narrative sections:

- Project Management – 30 Points
- Science Content Standards – 30 Points
- Teacher Competencies – 20 Points
- Administrator Competencies – 10 Points
- Budget and Budget Narrative – 10 Points

The grant application review team will award points based on the following considerations:

- Relevant applicant experience and expertise for each of the main project deliverables
- Project plans, timelines, and deliverables
- Quality of responses to questions
- Budget narrative relevance, transparency, and overall costs